

# Department of History

## Masters Classes Spring 2010

### **History 506 Archival Management & the Profession Thursday 1620-1850 SH 184 Professor Gina Nichols**

History 506 is the second course of a three-course, nine-unit sequence leading to a minor subject focus area in the Department of History. This course explores issues and problems in the administration of archival programs, the major challenges they face, and strategies for meeting them. It is designed to educate students on the issues in the administration of modern archival and public history programs. Areas covered include program leadership, grant writing, development, model practices, public relations, and organizational transformation. The course will prepare students for the management of archival programs as well as focus on specific career goals and professional employment opportunities.

#### Content:

- Management and Leadership
- Grant Writing
- Fundraising and Development
- Facilities Management
- Public Relations and Marketing
- Surveys
- Managing Technology
- Project Management
- Digitization, Electronic Recordkeeping, and Cataloging
- Preservation of Special Media and Manuscript Collections

### **History 508 Practicum in Archival Administration Arrange Professor Gina Nichols**

This is the final course in the archival option sequence. This course provides students with an opportunity, through a supervised project, to understand, observe, and practice archival principles and techniques first-hand in an institutional program setting. The practicum is intended to better prepare students to enter the archival, public history, and museum professions. Post baccalaureate students who meet minimum requirements for admission to the history M.A. program will be admitted on a space available basis. The practicum can be taken throughout the year after consultation with the instructor.

The student will select a well-defined field project that constitutes a learning experience and also permits them to contribute to the ongoing work of the host institution. Each student will work with the site mentor and the instructor to define the nature and scope of the specific project. The project should be designed to take approximately 144 hours,

which may be completed throughout the semester. The project must focus on one or more aspects of archival work.

Practicum experiences are available at several repositories and location sites under the supervision of the archives administrator. Potential archival institutions and repositories include the Center for Photojournalism and Visual History, CSUN; Natchez Historical Society, Natchez Mississippi; San Fernando Valley Heritage Network Historical Societies; DreamWorks Studios, Getty Research Institute and Institutional Archives, Los Angeles; St. Vincent Medical Center Historical Conservancy, Los Angeles; the Autry Museum; Ronald Reagan Presidential Library and Museum; Richard Nixon Presidential Library and Museum; Immanuel Presbyterian Church, Los Angeles and other archival repositories; Autry National Center of the American West; and collections that are members of the LA as Subject Archives Forum.

Continued internships under HIST 699 (both "paid" and "for grade only" internships are offered each semester) are also options students should take advantage of to help expand their experiences working in an archival setting and building their resumes for post-graduate employment. There are several repositories in the Los Angeles area that work with the History Department and the Archives Special Focus Area of study. Handouts regarding internships will be handed out in class and e-mailed to all students. You may also want to contact professors Gina Nichols and Merry Ovnick directly for more information through the History Department office.

Reading assignments will depend upon the specific project chosen by each student for the History 508 - Practicum in Archival Administration. Off-site reading assignments will be worked out with individual site-supervisors.

**History 531 Colloquium in Modern World History Tuesday 1620-1850 SH 108  
Professor Jeffrey Auerbach**

This reading- and thinking-intensive colloquium focuses on the vibrant and volatile debate over the Rise of the West: How did Europe become so rich and why did it come to dominate so much of the world between the fifteenth and nineteenth centuries. Was it a product of Europe's unique culture? Technology? Military supremacy? Politics? Religion? Science? Geography? Luck? This course is designed for students who are teachers or will one day teach world history, as well as those who are interested in trans-national, trans-regional, integrative history. It will also provide a strong foundation for comprehensive exams in modern European or World History. Readings will include Jared Diamond, *Guns, Germs, and Steel*; Janet Abu-Lughod, *Before European Hegemony*; Andre Gunder Frank, *ReOrient*; Ken Pomeranz, *The Great Divergence*; John Hobson, *The Eastern Origins of Western Civilization*; Toby Huff, *The Rise of Early Modern Science*; and others. Please email the instructor at [jeffrey.auerbach@csun.edu](mailto:jeffrey.auerbach@csun.edu) for permission.

**History 545: Colloquium in the History of Pleasure and Vice in the Pre-Modern Middle East** Wednesday 1900-2145 SH 186 Professor Rachel Howes

Determining what constitutes legitimate pleasure and what is in fact vice is a point of debate in the Middle East. It is also a debate that allows the historian a glimpse into areas of society that are not accessible otherwise. In this class we will explore this debate through primary and secondary sources. We will group the class into three sections. The first will deal with sexual relationships where we will explore such topics as birth control, homosexuality, and prostitution. The second will deal with food and drink. In this section we will explore attitudes towards luxury food items, alcohol, drug use, tobacco, and coffee. Then we will turn to physical pleasures such as gambling, hunting, horse racing, and festivals. Throughout our study of these topics we will examine and compare normative legal stances, popular attitudes, and literary depictions. Please email Rachel Howes at [Rachel.howes@csun.edu](mailto:Rachel.howes@csun.edu) for permission numbers and further information.

**History 546 Holocaust and Genocide** Thursday 1620-1850 SH 268 Professor Beth Cohen

The Holocaust was the most cataclysmic event of the twentieth century that western civilization both permitted and endured. As such, it continues to challenge us to think about ways of teaching this topic. How could it have happened? What motivated the perpetrators? How did world leaders respond? How did ordinary citizens behave? What lessons, if any, have we learned to prevent other genocides? During the course of this semester we will delve into this history as well as the history of other genocides. Using film, literature, primary sources, we will discuss, argue, question, and put into practice how we can best teach the Holocaust and other genocides to our students. This course addresses California's mandated educational curriculum for the Social Sciences and Language Arts, and features distinguished guest speakers. (The course title in the Schedule of Classes appears as "History of Antisemitism").

**History 562 Testimony, Life, History** Wednesday 1620-1850 SH 184 Professor Susan Fitzpatrick-Behrens

This course will use testimonial literature to examine contemporary history and to consider the limits of historical inquiry into the lives of what anthropologist Eric Wolf described as "People without History." The point of departure will be testimonial literature of Latin America, but we will use this genre as the foundation for a broader inquiry. Testimonial literature emerged as a genre in the 1970s and 1980s when researchers and activists were seeking means of facilitating "subaltern peoples" self-representation. By recording the testimony of people who were often illiterate and almost invisible in Latin American power centers, transcribing, and editing that testimony and presenting it to the public it seemed possible to provide a "voice for the voiceless." These accounts valorized oral history and legitimized it by establishing it as a genre that could be recorded and transmitted beyond the limits of the indigenous and African communities where it was produced as part of local culture and life.

In this class we will read testimonial literature to discuss its content, but our central goal will be to engage it as a point of departure for understanding “history”: how it is written, when it is written, and by whom it is written. The goal of the course will be to begin to develop questions about the opportunities and the limits of the “truths” discovered through historical inquiry and to make us more aware of the limits imposed by our sources and methodologies. Thus we will examine testimonials and place them in historical context, but we will also read broadly in historical theory and in the use of personal testimony and oral history as a component of historical inquiry. Your grade will be based on a combination of oral presentations, extensive written work, class participation and the comprehensiveness and depth of your analysis in each of these areas.

**History 581 Colloquium on Los Angeles History Tuesday 1620-1850 SH 186  
Professor Josh Sides**

In this graduate level colloquium, students will be introduced to the key topics, themes and readings in the history of Los Angeles. Readings and discussion will focus on both on elements of local interest, but also on the regional, national, and international context of LA’s development. While focused chiefly on the social, political, and cultural history of Los Angeles, we will also approach LA from an interdisciplinary perspective, drawing on readings from geologists, archaeologist, and geographers. Complementing our readings and discussions will be numerous trips to the field, so students should expect that there will be some driving involved.

**History 586 Colloquium on Gender, Women, and Sexuality in the American South  
Tuesday 1900-2145 SH 288 Professor Joyce Broussard**

This readings colloquium focuses on scholarship dealing with the history of women, gender, and the role of sexuality in shaping southern history from the colonial era through the twentieth century. Students will read and discuss in class a series of books on these subjects, prepare brief written reports, and submit a historiographic essay that can be the basis for a research experience in a future seminar or special topics course.

**History 596EG Colloquium on the Enlightenment and French Revolution  
Monday 1620-1850 SH 268 Professor Erik Goldner**

This colloquium explores landmark primary sources and scholarly debates associated with the Enlightenment and the French Revolution. In the first part of the course, students will investigate important texts from the period, including those of Locke, Montesquieu, Rousseau, and Voltaire. Then they will explore prominent historiographical debates on the Enlightenment and the French Revolution. Throughout the course, students will be encouraged to confront essential historical questions. These include the most important features and developments of the Enlightenment and the French Revolution; the possible connections between literary, intellectual, and political change; and the general trends in recent historical thinking about these crucial periods in early modern European history. Students will be expected to present and discuss material in class as well as complete two medium-length (8–10 page) papers.

**History 601 Theory and Historiography Friday 930-1215 SH 184**  
**Professor Donal O'Sullivan**

Sophisticated, graduate level introduction to history as a discipline. Surveys the development of history as a discipline, examines the various genres of historical writing, explores issues and problems of historical interpretation, and considers how historians use theoretical models from other disciplines to shape their work. Readings include works by major historians.

**History 612 Research Seminar on the Roman Empire Thursday 1620-1850 SH 288**  
**Professor Frank Vatai**

The seminar will focus on the Late Roman Empire covering the period from Diocletian to Justinian but focusing on the Western half of the Empire. The seminar will begin with readings from primary (Ammianus, Eusebius and Procopius) and secondary sources. One of the issues addressed in the readings—and the subject of much debate among historians today—is whether Rome declined and fell or whether it was transformed into another phase of late antiquity. Other topics include the nature of the Christian Roman state, barbarian folkways, social and intellectual life during this era, and why the Eastern Roman Empire survived. A research paper of 17-20 pages based on primary and secondary sources as well as pertinent archaeological material will be presented in class. The revised paper along with class participation will form the basis of the grade.

**History 630 Seminar in World History: The Global Nineteenth Century**  
**Wednesday 1620-1850 SH 268 Professor Richard Horowitz**

In 1872, the French writer Jules Verne published *Around the World in Eighty Days*. It became an instant bestseller, was translated into numerous languages, and remains a beloved adventure novel for young adults. At the heart of the book was simple idea unimaginable fifty years earlier: that the world had become a remarkably small place, accessible in a matter of months by regular forms of transportation. Verne's novel caught the spirit of the age. New transportation and communications technologies brought what some called "the annihilation of distance," as travelers crisscrossed the earth. Global integration of trade and finance reached levels that would not be matched again until the late twentieth century. Politics took on global dimensions: a worldwide network of states was formed, nation states were united or invented, empires expanded and dissolved; ideologies of liberalism, anarchism, and socialism spread across borders and between continents, and new conservatism were shaped to defend cultures against the onslaught. It was a time of great migrations: of Europeans to the Americas, Australia, and southern Africa; of Chinese into Southeast Asia, Hawaii, California, Cuba and Peru, of Indians to Southeast Asia, East and South Africa and to the West Indies. Cities grew, and city people found new modes of life, challenging social hierarchies and gender systems. For those who remained at home, the endless production of maps, prints and photographs enabled the world to be imagined as never before.

In this seminar we will be examining processes of global integration in the long nineteenth century, with a particular focus on the period from 1840-1914. We will take advantage of the vast array of primary sources material that have recently become available to the library in electronic format (these include government documents, publications, and some archival materials). During the first half of the semester there will be extensive readings on economic, political, social and cultural aspects of globalization. During the second half, students will work on and present their own research projects.

**History 671 Early American Research Seminar Thursday 1900-2145 SH 268  
Professor Christopher Magra**

The purpose of this course is to assist you in writing a research paper that incorporates primary sources. We will be working on bibliographic skills, identifying primary sources available, discussing the problems working with different kinds of primary sources, developing a research design suited to the research question and the primary sources, and honing analytical skills. At the beginning of the semester, we will read different articles/book chapters that rely on various kinds of primary sources and that deal with a variety of research issues. You will read these works not so much for the substance of the articles or chapters, but to study the approach, research design, and analysis of sources. Then, you will do research.

**History 693 Directed Research Arrange**

Directed research under the supervision of a full-time instructor. Students may use a directed research project as a substitute for a research seminar as long as the directed research project is a similar primary-research oriented paper. This has to be arranged with an instructor.

**History 694 Practicum in Teaching Arrange Coordinator Professor Tom Devine**

Prerequisite: Classified Standing. Working under the close supervision of departmental faculty, and assigned to a specific undergraduate history course, students gain experience in creating assignments, grading papers and exams, leading discussion and review sessions, and giving lectures. Students have the opportunity to discuss issues and problems in teaching. May be repeated once for credit. Students interested in the practicum should talk to individual instructors and with the coordinator, Professor Tom Devine. (Tom.Devine@csun.edu) You should make arrangements for this practicum before the end of the Fall semester.

**History 699 Independent Study**

Independent study under the supervision of a full-time instructor who must provide the permission number.

